



# Missouri Teacher Preparation Institution PROFILE

## MARYVILLE UNIVERSITY OF SAINT LOUIS

### GENERAL INFORMATION

#### About the Institution

- Maryville University of Saint Louis is an independent, coeducational university committed to the integration of liberal and professional learning. The university was founded in 1872 by the Religious of the Sacred Heart. The campus is located on 130 acres in West St. Louis County.

Source: Maryville University (<http://www.maryvillestl.edu>)

- Enrollment\* **3,060** (2,530 undergraduates)

White	77.8%
African American	5.2%
American Indian	0.4%
Asian	1.5%
Hispanic	0.8%
Other	14.2%

Missouri residents 87% (undergraduates)

Male	28.5%
Female	71.5%

\*Fall 1999 Headcount

Source: 1999-2000 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)

Transfer Students from Missouri Public Community Colleges\* 174

\*Fall 1998 degree-seeking undergraduate students

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)

Bright Flight Scholarship Students<sup>1</sup> 46

Source: 1998-1999 Statistical Summary of Missouri Higher Education, July 1999 (Tables 18a & 18b)

Byrd Scholarship Students (Missouri residents)<sup>2</sup> 1

Source: Missouri Department of Elementary and Secondary Education

- Entrance Requirements

Prospective students must have 1) a high school diploma with a minimum of 22 units of credit, including four units of English, three units of mathematics, two units of science, two units of social sciences (social studies), and three additional units in any of the above areas or in a foreign language, 2) a high school grade point average of at least 2.5 (C average on a 4.0 scale), and 3) an enhanced ACT composite score of 20 or an SAT combined score of 800.

Source: Maryville University Web Site

- Average ACT Score of 1994 Freshmen Class\*<sup>3</sup> 23.6

\*Fall 1994 degree-seeking, ACT-tested, first-time freshmen

Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)

- Tuition & Fees for Typical Full-time Undergraduate Student\* \$12,280

\*1999-2000 academic year

Source: 1999-2000 Statistical Summary of Missouri Higher Education

Compiled  
by the  
Missouri  
Department of  
Elementary  
and Secondary  
Education  
August 2000

## About the Education Program

- Courses of study within the School of Education are field-oriented, combining theory and academic work with classroom experience in K-12 schools. Programs are designed to enable teachers—those in the process of “becoming” and those already in the classroom—to learn, reflect, grow and develop as professionals who will engage their own students in the best of teaching/learning process and help these students become true participants of our democracy. The School of Education at Maryville University is committed to working with school and community partners and is collaborating with four partner schools in the preparation of pre-service teachers.

Source: Maryville University Web Site

- Enrollment in Undergraduate Professional Education Programs\* **68** (1 part-time)

American Indian	0.0%
Asian	0.0%
African American	0.0%
Hispanic	1.5%
White	97%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%

Missouri residents **Not Reported**

Male	4.5%
Female	95.5%

\*Fall 1998 Headcount (full-time students)

Source: Institution AACTE/NCATE Report, Oct. 1, 1999

Transfer Students from Missouri Public Community Colleges\* **2**

\*Fall 1999 degree-seeking undergraduate students

NOTE: Approximately 50 percent of the Maryville program completers are transfer students; however, most who transfer do not have an associate's degree.

Source: Maryville University, August 2000

Missouri Teacher Education Scholarship Students <sup>4</sup>	1
Missouri Minority Teaching Scholarship Students <sup>5</sup>	0

Source: Missouri Department of Elementary and Secondary Education

- Education Program Entrance Requirements

Prospective pre-service teacher education students must apply for admission to the Teacher Education Program before completion of 10 credit hours in professional education. All applicants seeking an initial teaching certificate must pass entry-level examinations (ACT or SAT and the C-BASE) and have an overall grade point average of 2.7 and a professional education and/or major grade point average of 3.0 on a 4.0 scale.

Source: 1995-1996 Maryville University-St. Louis Catalog

- Information about Education Program Completers <sup>6</sup>

Recommended for initial Missouri certification in 1998

**29**

Age	
Under 25	55%
25-34	32%
35-44	10%
45-54	3%
55 and over	0%

Source: Missouri Department of Elementary and Secondary Education

Average ACT score<sup>7</sup> (for initial Missouri certification in 1998)

22.5

Source: ACT Inc. Research Services

C-BASE scores<sup>8</sup>

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
20	14	251	424	332	242	396	318	235	439	330	245	413	324	245	390	322

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
22	21	251	424	328	242	396	324	235	439	327	245	413	318	245	390	312

\*state median score

Source: Assessment Resource Center

Employed in Missouri public schools<sup>9</sup> in 1998-99\*

14 (49%)

Missouri public school districts employing Maryville University  
1998 program completers 14

Major employers of Maryville University 1998 program completers

Lindbergh R-VIII 2 St. Louis City 2

\*Does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed.

Source: Missouri Department of Elementary and Secondary Education

## RESOURCES

### Institution

- Full-time Faculty at Maryville University 91

Source: 1998-1999 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

### Education Program

- Full-time Education Program Faculty 10
  - American Indian 0
  - Asian 0
  - African American 0
  - Hispanic 0
  - White 10
  - Nonresident Aliens 0
  - Other 0
  - Male 3
  - Female 7
  - Doctorate Degree 9
  - Missouri Teaching Certificate 7
  - National Board Certification 0

- Adjunct Education Program Faculty 20

Full-time with the institution, part-time in education 0

Part-time in education 20

Source: Institution AACTE/NCATE Report, Oct. 1, 1999

## EDUCATION PROCESSES

### Institution

- Student-to-Faculty Ratio 14.5:1
- Average Class Size 14.1

*Source: Maryville University, August 2000*

### Education Program

- Student-to-Faculty Ratio 17:1
- Average Class Size 12.4

*Source: Maryville University, August 2000*

- Practical Experience Requirements for Education Majors

All education majors complete a minimum of three and a maximum of five supervised practicum experiences before the student teaching/internship experience. These practica are coordinated with the course work and offered in schools, which jointly plan and coordinate expectations for the teacher education students. In many cases, these practica are in professional development schools. Capstone field experiences are a minimum of 16 weeks in length and extend for 20 weeks in the secondary teacher education program.

*Source: Maryville University, April 1999*

- Professional Development School(s)

Maryville's early childhood program is collaboratively offered with Wilkinson Early Childhood Magnet School, a professional development and partner school located in the St. Louis School District. The elementary teacher education program professional development schools are Henry Elementary School (Parkway School District) and Clark Elementary School (Webster Groves School District). The teachers in these schools participate in the planning and design of the teacher education curriculum, the delivery of special seminars for the teacher education students, and ongoing inquiry into their own instructional practice.

A middle-level network of professional development schools, including Parkway Southwest and West Middle Schools (Parkway School District), Nipher and North Kirkwood Middle Schools (Kirkwood School District), and Hoech Middle School (Ritenour School District), work jointly on activities of mutual interest as well as mentoring of practicum and student teachers preparing at the middle level.

Two professional development schools—Roosevelt High School (a St. Louis public school, partnered with both Maryville and Harris-Stowe State College) and Parkway South High School (Parkway School District)—have jointly planned and sponsor with Maryville the secondary education programs.

Teachers at both schools are also moving forward, with Maryville and Harris-Stowe faculties, to coordinate and expand professional development efforts meeting school and district goals.

*Source: Maryville University Web Site & Maryville University, April 1999*

- Co-curricular Programs

Maryville University sponsors the Maryville University Student Education Association (MUSE). This organization provides support and professional development for beginning teachers and is cosponsored by the Missouri National Educational Association. Maryville University School of Education also inducts honorees into its chapter of Pi Lambda Theta every year. In addition, many clubs and co-curricular activities are available throughout the campus.

*Source: Maryville University, August 2000*

- Instructional Technology Requirements

In the preservice program, the International Society for Technology in Education Foundation Standards are guiding Maryville's work. Faculty members have ensured that assignments throughout the program provide opportunities for all students to become proficient in Microsoft Office software. Faculty members have identified who is responsible for ensuring teacher education students develop

which proficiencies. Students are placed in schools where increasing technology is available for their use. In addition, the Arts and Sciences faculty are requiring research and identification of web sites where students join scholars in dialog. In the next year, all students will be designing their own instruction for K-12 students in a web-based format. With two new fully wired and networked classrooms, Maryville teacher education students, both undergraduate and graduate, are using technology throughout their course work.

Source: Maryville University of St. Louis, May 2000

- Accredited, NCATE (National Council for Accreditation of Teacher Education)

Source: National Council for Accreditation of Teacher Education Web Site

## PERFORMANCE

- Missouri certificates\* issued in 1998 to Maryville education program completers, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Art	K-12	1
Elementary Education	1-6	19
English	9-12	1
General Science	5-9	4
Language Arts	5-9	3
Mathematics	5-9	3
Mathematics	9-12	1
Social Science	5-9	2
Social Science	9-12	2
Unified Science: Biology	9-12	1
<b>Total</b>		<b>37</b>

\*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education, Certification Section

- Performance of Program Completers\* on Praxis II Exit Exam<sup>10</sup>

	Total Examinees	Number Passing	Qualifying Score	Institutional Average	Missouri Average	National Median
Biology	1	1	480	880	690	690
Education in the Elementary School	19	19	520	652	631	630
English Language & Literature	1	1	500	670	606	600
Mathematics	1	1	550	750	648	610
Professional Knowledge	5	5	638	666	666	663
Social Studies	2	2	500	670	617	600
<b>Total</b>	<b>29</b>	<b>29</b>				

\*Individuals recommended for initial Missouri certification in 1998

Source: Educational Testing Service

- Follow-up on Maryville Program Completers

Education program completers who received initial Missouri certification in 1993

**21**

*Employed in Missouri public schools in*

1994-95	10 (48%)
1995-96	10 (48%)
1996-97	9 (43%)
1997-98	8 (38%)
1998-99	7 (33%)

*Employed in Missouri public schools in 1998-99, with master's degree*

3 (14%)

*Employed in the same Missouri public school district in*

1994-95	10 (48%)
1994-96	8 (38%)
1994-97	7 (33%)
1994-98	5 (24%)
1994-99	5 (24%)

*Certification Status as of Sept. 1, 1999*

Holding Valid PC I	1 (5%)
Holding Valid PC II	13 (62%)
Lapsed <sup>11</sup>	7 (33%)

Source: Missouri Department of Elementary and Secondary Education

Major Employers<sup>12</sup>

Missouri school districts employing Maryville graduates\* **72**

Maryville University of St. Louis had 636 graduates teaching in Missouri public schools during the 1998-99 school year.

School districts employing 6 percent or more of Maryville University's 636 graduates teaching in Missouri public school during the 1998-99 school year

Hazelwood	7% (44)	Rockwood R-VI	9% (56)
St. Louis City	7% (44)	Parkway C-2	13% (80)

\*Includes all graduates of Maryville University of Saint Louis employed in the district, not just those who completed the education program

Source: Missouri Department of Elementary and Secondary Education

STARR Teachers<sup>13</sup>

4

National Board Certified Teachers<sup>14</sup>

1

Missouri Teachers of the Year<sup>15</sup>

0

Source: Missouri Department of Elementary and Secondary Education

Other Honors and Awards Earned by Graduates

A Maryville graduate received the Sallie Mae Award for outstanding first-year teachers.

Source: Maryville University of St. Louis, May 2000